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ABSTRACT

This volume outlines the requirements and content of a second-year course in allied health occupations education that is designed to provide students with background informational material and practical skills used in various health fields. Addressed in the individual units of the course are the following topics: safety; ethical and legal responsibilities; first aid and cardiopulmonary resuscitation; basic office skills and terminology; sex-free career choice; and employment qualifications and opportunities for medical laboratory assistants, physical therapy aides, dental assistants, radiologic technologist aides, and advanced health assistants. The first part of the volume sets forth standards pertaining to the primary objective of the course; its content; its target audience, duration, and prerequisites; and course requirements. The bulk of the guide comprises a series of unit outlines in which behavioral objectives are presented together with an implementation plan. Concluding the guide is a listing of student assignments. (MN)

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Middletown Public Schools

CURRICULUM STANDARDS

ALLIED HEALTH OCCUPATIONS II
(HEALTH CAREERS-CORE CURRICULUM)

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BOARD OF EDUCATION
MIDDLETOWN PUBLIC SCHOOLS
OFFICE OF THE SUPERINTENDENT

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MESSAGE TO TEACHERS:

It is the responsibility of any society, through its families and its schools, to establish and maintain clear sets of standards for its youth. Our legal system sets such standards through laws; our families via mores; and our schools through their curricula. This document is intended to articulate a set of academic standards for students in the Middletown Public Schools.

Experienced teachers, long-committed to individualized instruction and continuous progress should welcome these standards as bench marks for expected achievement for students of differing abilities at each grade level. Teachers new to the Middletown Public Schools should use these standards as a guide to planning the scope and sequence of their instructions. Finally, teachers should be guided by these standards in determining instructional priorities.

The Allied Health Occupations II Curriculum Standards are the product of Therese O'Hare's working during the summer of 1983. We are indebted to her energies for the completion of this task.

THE OFFICE OF THE SUPERINTENDENT

August 1983

COURSE DESCRIPTION

COURSE TITLE: Allied Health Occupations II

OBJECTIVE: To provide students interested in a specific health field with some background/informational material and practical skills used in each field.

DESIGNED FOR: Students in grade 12 who plan to seek employment and/or prepare for a a profession in a specific health field.

CONTENT: Topics covered include:

FIRST SEMESTER -

1. Review of safety
2. Review and enlargement upon ethical and legal responsibilities
3. First aid (including CPR)
4. Basic office skills - Terminology

SECOND SEMESTER -

5. Introduction to specific health occupations
6. Individual learning package for specified health occupation
   a. Medical Laboratory Assistant
   b. Physical Therapy Aide
   c. Dental Assistant
   d. Radiologic Technologist Aide
   e. Advanced Health Assistant
7. Sex free career choice

DURATION: Two (2) Semesters

PREREQUISITES: Allied Health Occupations I (Health Assistant)

COURSE REQUIREMENTS:

1. Students will bring required materials to class.
2. Daily classwork assignments/homework assignments
3. Completion of career project in first semester
   Tests and quizzes/Mid-term and final exams
4. Students will provide rubber soled shoes, wear uniforms provided by school, and will enroll in insurance program.
5. Students will submit to physical examination prior to clinical experience.

NOTE: The student will receive one-half credit for the 1st semester of Allied Health II. One full credit will be awarded for the second semester which includes approximately 60 hours of clinical experience at Middlesex Memorial Hospital and/or other clinical site.

NIT I. Review of Safety & Legal Responsibilities

A. Hospital Safety

1. The student given an emergency situation in the hospital, will state the proper response to
   a. fire
   b. patient falls
   c. electrical hazards.

B. Oxygen Safety

1. The student will list 5 safety measures in the use of oxygen therapy.
   a. NO SMOKING in area of O_2 use warning signs posted
   b. victim/patient must be cautioned against smoking-also visitors
   c. special care in the use of electrically operated equipment
   d. no woolen blankets
   e. frequent inspections of area should be made
   f. safely administer O_2 c an O_2 mask, nasal cannula or tent

C. Medical Asepsis

1. The student will list 4 ways in which disease is spread and controlled.
   a. handwashing technique
   b. contaminated linens
      1)keep contained
      2)keep away from uniform
   c. soiled dressings-proper disposal especially lab pathogenic substances
   d. thorough cleaning of articles that come in contact with the patient
   e. complete separation of the patient and his possessions from others

Regulations set in the Middlesex Memorial Hospital Procedure Manual.

Text:

Simmers, Louise
Diversified Health Occupations

Delmar

Workbook:

Diversified Health Occupations

Text:

MMH Procedure Manual

2. The student will follow basic principles on using chemicals for aseptic control.
   a. cleaning, drying before disinfecting
   b. reading labels
   c. mixing chemicals
   d. storage

D. Use of Sterile Products

1. The student will open sterile packages without contaminating the contents.

2. The student will don sterile gloves without contaminating the gloves.

E. General Safety Rules

1. The student will list 6 rules for prevention of accidents and injuries.
   a. do not operate or use any equipment until instructed on how to use it
   b. report immediately any damaged, or any malfunctioning equipment or any spilled solutions
   c. never use solutions from bottles that are not labeled
   d. read the labels of solution bottles at least 3 times (before, during, and after) pouring to be sure you have the correct solution
   e. avoid contact of solutions with your eyes and skin
   f. patient must always be identified (wrist band, saying name 2x)
   g. close observation and frequent checking of patient areas is essential
   h. wear safety glasses when instructed to do so and in situations that might result in possible eye injury.

Text:

Simmers, Louise
Diversified Health Occupations
Delmar

Text:

Caldwell, Esther & Hegner, Barbara
Geriatrics
Delmar

F. Body Mechanics

1. The student will state 4 reasons for using good body mechanics.
   a. muscles work best when used correctly
   b. correct use of muscles makes lifting, pushing, pulling easier
   c. correct application of body mechanics prevents unnecessary fatigue and strain
   d. correct application of body mechanics prevents injury to self

2. The student will list 6 basic rules of good body mechanics.
   a. maintain broad base of support
   b. bend from hips and knees to get close to object
   c. use strongest muscles to do the job
   d. use the weight of your body to help push or pull an object
   e. carry heavy objects close to the body
   f. avoid twisting your body as you work
   g. if a patient or object is too heavy to lift alone, always get help

G. Safety With Medications

1. The student will list the types of drugs commonly used for geriatric patients, giving reasons for administration, and possible side effects.
   a. cardiac stimulants
   b. vasodilators
   c. tranquilizers
   d. amphetamines
   e. sedatives
   f. hypotensive agents
   g. alcohol
   h. diuretics
   i. laxatives
   j. antibiotics

2. The student will discuss methods which can assist the elderly in taking their medications at home.

Text:

Diversified Health Occupations

Caldwell, Esther & Hegner, Barbara
Geriatrics
Delmar

B. Legal Responsibilities

1. The student will state 3 basic standards of care in any health agency/occupation.
   a. perform only those procedures for which student has been trained and legally permitted to do
   b. perform procedures using correct methods as taught
   c. obtain authorization for procedures and observe all safety precautions
   d. keep all information confidential
   e. if error occurs, report it immediately to your supervisor

2. The student will define the following 3 terms.
   a. negligence - failure to excercise proper care/omission of duty
   b. malpractice - treatment in manner contrary to accepted rules and with injurious results
   c. confidentiality - communicated in confidence/secret

IT II. First Aid

A. Shock

1. The student will identify the 4 priorities.
   a. rescue
   b. breathing
   c. bleeding
   d. poisoning

2. The student will describe shock.
   a. definition - inadequate supply of blood to body organs-especially brain
   b. causes - hemorrhage, pain, infection, heart attack, stroke, poisonings, lack of oxygen, dehydration
   c. signs & symptoms - skin=color, perspiration; pulse=rapid, weak ; respirations= rapid, shallow; B.P.=very low; weak, confused, blurred vision, anxiety, restlessness

IMPLEMENTATION PLAN

Evaluation

Text:

Simmers, Louise
Diversified Health Occupations
Delmar

Test-Unit I
A-A

Text:

Diversified Health Occupations

American Red Cross First Aid & Personal Safety Manual
September, 1981

Human Physiology

Film Strips: Sunburst Films
Shock - 8 minutes

Restoring Breathing - 10 Minutes
Sunburst Films

BEST COPY AVAILABLE

3. The student will describe the First Aid Treatment for shock.
   a. eliminate cause
   b. improve circulation
   c. provide adequate O_2 supply
   d. maintain body temperature

B. Wounds

1. The student will describe 4 types of wounds.
   a. abrasion
   b. incision
   c. laceration
   d. puncture
   e. avulsion

C. Bleeding

1. The student will demonstrate 4 ways to control bleeding.
   a. direct pressure
   b. elevation
   c. pressure points
   d. tourniquet

D. Poisoning

1. The student will describe First Aid for poisoning.
   a. when victim is conscious
   b. when victim is unconscious
   c. if due to inhalation of poisonous gas
   d. when victim has come in control of chemicals

E. Burns

1. The student will identify criteria for:

   1st° burns; reddened skin
   2nd° burns; injury to outer layer of skin and dermis (blisters, swelling)
   3rd° burns; injury to all layers of skin & underlying tissues

Text:

Simmers, Louise
Diversified Health Occupations
Delmar

Sunburst Filmstrips with Cassettes

Bleeding

Poisoning

Burns

2. The student will describe First Aid for burns.
   a. 1st° and 2nd° burns - remove source of heat, cool skin area, relieve pain, observe and treat for shock, prevent infection
   b. 3rd° burns - cover burned areas with thick, sterile dressings, elevate extremities if burned, watch closely for resp. distress or shock, obtain medical help as soon as possible
   c. chemical burns to skin or eyes - flush with large amounts of water.

F. Heat Exposure

1. The student will describe symptoms of heat exposure.
   a. heat cramps - muscle pains & spasms
   b. heat exhaustion - 1)pail, clammy skin
      2)perfuse perspiration
      3)fatigue, headache, cramps, vomiting, dizziness
   c. heat stroke - 1)elevated temp.
      2)red, hot, dry skin
      3)rapid pulse
      4)may lose consciousness

2. The student will describe First Aid Treatment for heat exposure.
   a. heat cramps - pressure on cramped muscles, sips of salt water
   b. heat exhaustion - move victim to cool area, apply cool wet clothes, keep lying down with feet elevated, sips of salt water
   c. heat strokes - (medical emergency) cool body-cold clothes, ice packs, tub; I.V.'s-cooling blankets

Text:

Simmers, Louise
Diversified Health Occupations
Delmar

G. Cold Exposure

1. The student will describe (1) symptom and (2) treatments for cold exposure.
   a. prolonged exposure to cold
      1)shivering, numbness, weakness, drowziness, low temp., confusion
      2)move to warm area, wrap in blankets, warm tub, warm liquids
   b. frostbite
      1)pale, glossy, cold skin, blisters, confused, lethargy
      2)R_x - for shock, maintain resp., warm affected parts, No heat lamps, no hot water, no heat from stove

H. Bones and Muscles

1. The student will define:
   a. fracture - simple (closed)
      compound (open)
   b. dislocation
   c. sprain
   d. strain

2. The student will describe First Aid Treatment for:
   a. fractures - treat for shock, immobilize broken bone, obtain medical help
   b. dislocation - immobilize
   c. sprain - apply cold, elevate part, rest part
   d. strain - rest muscle, provide support, cold applications to reduce swelling later, warmth to relax muscles
   e. signs of impaired circulation

I. Specific Injuries

1. eyes - foreign object: stimulate production of tears, gently raise upper lid, remove with corner of sterile gauze, unless embedded, obtain medical help
   blows: apply eye shield, keep victim lying flat, obtain medical help

IMPLEMENTATION PLAN

Text:

Simmers, Louise
Diversified Health Occupations
Delmar

Simmers, Louise
Diversified Health Occupations
Delmar

2. ears, head - keep victim lying flat, R_x for shock, do not give liquids, obtain medical help

3. nose - bleeding: pressure to nostril
   fracture: medical help

4. chest - sucking chest wound: pleura destroyed, lung collapses, air-tight foil dressing
   crushing: comfortable position, elevate head and shoulders to aid breathing

5. abdominal injuries -
   a. signs: severe pain, open wounds, protruding organs
   b. R_x: victim flat on back, pillow or rolled blanket under knees, cover organs c̄ lg, sterile dressing, no fluids or food

6. genital organs - R_x - control bleeding, treat for shock, apply cold, do not remove object, save any loose tissue

J. Sudden Illness / Medical Emergencies

1. The student will describe (1) symptoms and (2) treatment for:
   a. heart attack - 1)severe pain, shortness of breath cyanosis, loss of consciousness, weak, anxious, excessive perspiration
      2)encourage relaxation, position to relieve pain and assist breathing, medical help, avoid stress and movement
   b. stroke - 1)numbness, paralysis, confusion, slured speech, difficulty breathing, swallowing, loss of consciousness
      2)maintain resp., lie flat with head to side, medical help
   c. fainting - 1)dizziness, pallor, perspiration, coldness
      2)R_x = early-sit c̄ head between knees; unconscious-lie down, maintain airway

Text:

Simmers, Louise
Diversified Health Occupations
Delmar

d. convulsions (seizures) - 1)rigidity of body muscles followed by jerking movements, cyanosis
2)R_x - prevent patient from self injury, allow to rest afterwards, obtain medical help
e. diabetic coma - 1)confusion, dizziness, N/V, rapid, deep respiration, dry, flushed skin, fruity odor to breath
2)R_x - obtain medical help
f. insulin shock - 1)muscle weakness, confusion, restlessness, anxiety, pale, moist skin, hunger, rapid pulse
2)R_x - sweet drink or sugar in mouth

K. Cardiopulmonary Resusitation

1. The student will state general principle of breathing and circulation.
   a. breathe for person
   b. circulate blood until heart and lungs start working again

2. The student will differentiate between clinical and biological death.
   a. Clinical - heart stops beating, no breathing 4-6 minutes
   b. Biological - death of cells

3. The student will state A, B, C's of CPR.
   A. airway=open
   B. breathing=seal nose, breathe for victim
   C. circulation=pressure to sternum

4. The student will list 2 things to check before starting CPR.
   a. no compressions if pulse is felt - carotid pulse for 5 seconds.
   b. check for breathing - look for chest movement, listen for air sounds, feel for air movement

CPR - American Red Cross Manual

Film:

Practice on Mannequin

American Red Cross
First Aid & Personal Safety Manual
CPR Manual

Text:

Simmers, Louise
Diversified Health Occupations
Delmar

5. The student will demonstrate on proper mannequin.
   a. correct hand placement - press straight down c palm, two fingers-1½" up prevents danger of incorrectly applying pressure on the ziphoid process, hands interlaced
   b. one person rescue - 15 comp--2 ventilations; four 15:2 cycles per minute
   c. two person - 60 comp.--12 ventilations per minute 5(1st):1(2nd) ratio
   d. infant - 5:1 ratio; support back, ventilation=mouth and nose (puffs of air), compressions=mid-sternum, 2 fingers

L. Airway Obstruction

1. The student will describe procedure used for an obstructed airway.
   a. 4 sharp blows to back
   b. 4 abdominal thrusts
   c. check mouth - C shaped motion
   d. repeat cycle

2. The student will describe the Heimleck Maneuver.

IT III. Basic Medical Office Skills

Text:

Simmers, Louise
Diversified Health Occupations
Delmar

A. Medical Terminology

1. The student will identify basic medical abbreviations selected from a standard list.

2. The student will define prefixes, suffixes, and word roots selected from a list of words.

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B. Medical Office Techniques

1. The student will file records using both the alphabetical and numerical systems.
   a. need
   b. materials used

2. The student will utilize correct telephone techniques when using a business telephone.
   a. impressions created - tact, diplomacy, courtesy, manners
   b. identify office or agency
   c. screening calls
   d. memorandums - date, time, name, telephone number, main points, what sec. did comments, if necessary)
   e. problem calls

C. Scheduling Appointments

1. The student will schedule appointments on a standard appointment ledger

2. The student will tactfully handle problems of scheduling (broken appointments, non-professional, Dr.'s lateness)

D. Medical Records

1. The student will complete registration and history records.
   a. correspondence
   b. office supplies

2. The student will complete basic insurance forms.
   a. use code where provided
   b. copy for Dr.'s file
   c. non-profit prepaid medical care plans
      1)Blue Cross, Blue Shield
      2)Workmen's Compensation
      malpractice insurance
      personal liability
   d. government-sponsored insurance
      1)Medicare
      2)Medicaid
      3)Uniformed services

Text:

Simmers, Louise
Diversified Health Occupations
Delmar

Bredow, Miriam & Cooper, Marion
The Medical Assistant
McGraw-Hill

3. The student will become familiar with 2 systems of bookkeeping.
   a. pegboard c. monthly statements
   b. ledger d. receipts

NIT IV. Sex Free Carreer Choice

A. Attitudes/Values/Emotions

1. The student will examine and discuss attitudes and values essential to decision making.

2. The student will become aware of choices open to them.

3. The student will discuss the way emotions play a role in our interpretation of data.

B. Women Making Decisions

1. The student will define goals.

2. The student will examine alternatives.

3. The student will discuss taking risks.

C. Sex Roles/Stereotyping

1. The student will compare male and female "roles".

2. The student will discuss stereotyping.

Text:

Diversified Health Occupations

See an office bookkeeping system.

Films:

ERA - The Equal Rights Amendment & You

Judge Me - Not My Shell

Connecticut State Film Library

Steps

Robinson, Alice, R.N.
Your Future in Nursing

ALLIED HEALTH OCCUPATIONS II

ASSIGNMENTS

I. REVIEW OF SAFETY & LEGAL RESPONSIBILITIES

A. Hospital Safety

1. Read text: Unit 2: Promotion of Safety: pg. 18-24. After 1 week; Evaluate w/ Safety Exam.
2. Do workbook assignment: 2:3, pg. 7.

B. Oxygen Safety

1. Do workbook assignment: 6:13, p. 111.

C. Medical Asepsis

1. Read text: pg. 56-83.
   Write out definitions:
   asepsis
   sterilization
   antisepsis
   disinfection
   isolation
2. Do assignment sheet.
   Workbook: 5:3, p. 50.
3. Using chemicals for aseptic control.

D. Sterile Products

1. Practice in class.
2. Use evaluation sheets 5:6C & D, open pkg. and donn gloves.

E. General Safety Rules

1. Do workbook assignment: pg. 5; 2:2.
2. Read Geriatrics: pg. 108-114.
   Exercise A, B, C, D: pg. 114, 115.

F. Body Mechanics

1. Do workbook assignment sheet 2:1, pg. 3.
2. Evaluation sheet 2:1, pg. 4.
3. Practice body mechanics.
4. demonstrate in class:
   a. broad base of support
   b. picking up heavy object
   c. carrying heavy object
   d. change direction
5. Safety test.

G. Safety with Medications

1. Read pg. 116-122 - Geriatrics.
   Questions: pg. 123; #2-10.

H. Legal Responsibilities

1. Read Diversified Health Occupations: pg. 4-6.
2. Read text: pg. 4-6.
3. Using Journals and periodicals on resource shelf or in library, write definition and give 2 examples of each of the 3 terms.
4. Write up one case in detail, share with class.
5. Safety test.

II. FIRST AID

A. Shock

1. Read text: pg. 94-98. 2-3 weeks - then First Aid test.
2. Do assignment sheet 6:1 & 6:2, pg. 68, 69 in workbook.
3. Role playing, provide first aid treatment for shock.

C. Bleeding

1. Read text: pg. 98-104.
2. do assignment sheet in workbook: 6:3; pg. 72, 73.

D. Poisoning

1. Read text: pg. 104-106.
2. Assignment sheet in workbook: 6:4; p. 76.

E. Burns

1. Read text: p. 106-108.
2. Assignment sheet in workbook: 6:5; p. 79.
3. First Aid test.
4. Report on Burn units/Hospitals.

F. Heat Exposure

1. Do assignment in workbook: 6:6 pg. 82.
2. Workbook evaluation sheet 6:6. Class Activity.

H. Bones and Muscles

1. Class - Application: Apply splint for broken leg.
   Apply sling.
   Check for signs of impaired circulation.

III. BASIC MEDICAL OFFICE SKILLS

A. Medical Terminology

1. do workbook assignment sheet 3:1, pg. 12-14.
2. " " " " 3:2, pg. 16-18. - 2 weeks - Unit Test: Terminology & Office Skills

B. Medical Office Techniques

1. Read text: pg. 386-420.
2. Workbook assignment sheets 1 and 2, 12:1A, pg. 353, 355.
3. Workbook assignment sheet 12:2, pg. 358.
4. Role playing in class - answering the telephone.

C. Scheduling Appointments

1. Workbook assignment sheet 12:3, pg. 362, 363.

D. Medical Records

1. Workbook assignment sheet 12:4, pg. 369.
2. Read: Medical Assistant, pg. 313-324.
3. See an office bookkeeping system.
4. Unit test: Terminology & Office Skills.

IV. SEX FREE CAREER CHOICE

A. Attitudes, Values, Emotions

1. Read: Screening Information - Conn. State Dept. of Education - Steps - Toward Eliminating Program Stereotypes, Vol. II - Sept, 1980. 1 week
2. Film Reaction sheet.

B. Women Making Decisions

1. Read: If You Don't Decide, You've Made a Choice. Exercise - Facts Before Choice.
2. Read: What Keeps You From Deciding? Exercise - Marlene and Susan.
3. Read: Collecting Information. Exercise - Goals.
4. Read: Alternatives. Exercise - Dinah.
5. Read and Discuss: Magdaliz.
6. Read: Risk Taking. Exercise - Jane.

from Steps.

C. Sex Roles Stereotyping

1. Read and Discuss: The Male Role Stereotype, Scholz, Prince & Miller.
2. Workbook for Women - How to Decide, Avon
3. Read: The Cost of the Code: What Men Give Up.
4. Class exercise: Values on Sex Role Stereotyping Sentence completion.
5. Read and Discuss: How Sex Bias Hurts Men - or - Men Are People Too.
6. Essay type test.